



**"THE EFFECT OF USING TOONTASTIC 3D ON STUDENTS' SPEAKING
SKILLS AT EIGHTH GRADE OF MTS. HIFZHIL QUR'AN MEDAN IN
ACADEMIC YEAR 2020/2021 "**

A SKRIPSI

*Submitted to Faculty of Tarbiyah and Teaching Training UIN SU Medan as a
Partial Fulfilment of the Requirement for S-1 Program*

By :

Husni Rahman Yoga

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA**

2020



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Menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul diatas adalah asli dari buah fikiran saya, kecuali kutipan-kutipan didalamnya sebagai sumbernya.

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ABSTRACT

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Students' Speaking Skills at Eighth Grade
of Mts. Hifzhil Qur'an Medan in 2020/2021
Academic Year "**

(Keywords: Toontastic 3D, Speaking Skills, Effect)

This research aimed to determine whether there is a significant effect of using Toontastic 3D on students' speaking skills. This research was conducted using quantitative method. Precisely, experimental research. The sample used was two classes, namely: class VIII-6 consist of 38 students as the experimental class and students VIII-3 consist of 38 students as the control class. The data collection instrument used a test. The results of the research were quite significant with the experimental class mean score was 47.94 in pre-test and 76.31 in posttest, while the mean score in the control class was 52.89 in pretest and 69.73 in posttest. The result of calculations using the t-test shown that $t_{\text{observation}} = 2.83$ and t_{table} for $\alpha: 5\%$ was 1.30. This meant that the $t_{\text{observation}}$ was higher than the t_{table} $\{2.83 > 1.30\}$. Thus, it can be concluded that there was an influence between the use of Toontastic 3D on students' speaking skills in the experimental class.

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The writer realizes that this thesis is far from perfections. Therefore, suggestions and criticism from the advisors and the readers are expected for making this thesis better. The writer hopes, this thesis could be useful for the writer, the readers and also for the advancement of education in the future. Amiin.

Medan, September 25, 2020



Husni Rahman Yoga

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CHAPTER I

INTRODUCTION

1.1 The Background of Research

The usefulness of speaking is for conveying information to the interlocutor or listener orally, it's very important role in use in English, according to Dalimunte, speaking proficiency as a skill possessed by someone to utter remarks by applying linguistics features, so the addressee can understand what the speaker means¹. Based on the definition speaking also has to be applied by linguistics features not only fluency but structured.

However, there has been finding many difficulties in the mastery of speaking by English learners, namely: The teacher can't pay attention to the whole student because of too many students in the classroom. Thus, it's difficult to apply the existing methods. Afterwards, The students have limited vocabulary regarding speaking skills that must be capable for mastering the qualified vocabulary related to the topic. Then, Students' environment which isn't an English native, consequently the learning objectives of speaking aren't yet achieved, The method/media of speaking used is not appropriate, thus the level of students' speaking ability is still low, and There are several problems in English speaking, such as incompleting preparation, low self-confidence, and fear of making mistakes.

¹ Muhammad Dalimunte, 2012, *"Talk Show" As an Alternative Solution to Increase Students' Speaking Achievement at State Institute for Islamic Studies* (Fakultas Tarbiyah IAIN SU), p. 18.

Therefore, in this case, it's very much needed media which can be used for learning to speak through the application of digital technology can be found in everyday life. One of them is Toontastic 3D, which serves as a tool to create storytelling using different scenes, interesting characters and storytelling that can be adjusted to the desired circumstances.

The use of Toontastic 3D is expected to assist students in learning to speak directly, where they can explore and develop their ability to imagine in a story using a very interesting 3-dimensional cartoon animation. Moreover, it's also expected to be used as the reference and media for teaching students to speak using digital animation application in accordance with the era demand. In accordance with looking at the existing problems, researcher intends to conduct this research using Toontastic 3D which will be applied in students 'speaking skills under the title **"The Effects of Using Toontastic 3D on Students' Speaking Skills at Eighth Grade of Mts. Hifzhil Qur'an Medan in Academic Year 2020/2021"**.

1.2 The Identification of Problems

In learning speaking skills students may experience the following problems. Such as:

1. The teacher can not pay attention to the whole student because of too many students in the classroom.
2. The students have limited vocabulary.
3. Students' environment which isn't an English, so that the learning objectives of speaking aren't yet achieved.

4. The method / media of speaking used isn't appropriate, thus the level of students' speaking ability is still low.
5. There are several problems in speaking English, such as incompleting preparation, low self-confidence, and fear of making mistakes.

1.3 The Limitation of Problem

This study focuses on the effects of using Toontastic 3D on Students' Speaking Skill

1.4 The Formulation of Problem

Based on the identification of problems, they can be formulated in a research question "Is there any significant effect of using Toontastic 3D on Students' Speaking Skill?"

1.5 The Objective of Study

This study aimed to identify the effects of using Toontastic 3D on Students' Speaking Skill

1.6 Significant of The study

There are two significant of this study, namely: theoretically and practically.

1.6.1 Theoritically

- This research is expected to support the speaking teaching theory effectively, precisely and innovatively in improving students' speaking skills, due to there's the experiment using the media applications in speaking learning.
- This study will provide more empirical evidence on the effect of using Toontastic 3D on Students' Speaking Skills.

1.6.2 Practically

- Students

Students are more motivated and interested in learning English specifically in speaking, because they are taught using proper media which helps them for learning better and more amusing, it also expected to help students for interacting and working together in the class.

- Teacher

Teachers learn and gain new knowledge and experience of teaching technique, it'll greatly help teachers to increase their creativity in teaching using digital animation application.

CHAPTER II

THEORITICAL REVIEW

A. The Theoretical Framework

Based on the explanation in Chapter 1, this chapter gives an explanation of some definitions, the experts' theory in their fields and also previous studies related to this study, namely, Speaking and Toontastic 3D.

2.1 The Definition of Speaking

One of the English skill that must be mastered by English learners is speaking, this ability is closely related to the delivery of ideas and information to the listener or interlocutor orally. According to Dalimunte Speaking proficiency as a skill possessed by someone to utter remarks by applying linguistics features, so the addressee can understand what the speaker means². Based on the definition speaking also has to be applied by linguistics features not only fluency but structured. He also adds that speaking ability is the ability for developing and spreading the thoughts or ideas verbally and can be measured by scores³.

² *Ibid.*

³ Muhammad Dalimunte, Abdillah, and Ali Habib, “*The Implementation of Showing Object Strategy on The Students’ Speaking Ability at The Second Grade of Mts Muallimin Univa Medan in 2015/2016 Academic Year*”, VISION: Journal of Language, Literature & Education. Vol. 13 No. 13, 2018, p. 4

In accordance with this, Bahadorfar and Omidvar argue that speaking skill is a highly significant skill in learning and teaching a language, good speaking skills are the skill to produce words that can be understood by listeners. Without having good speaking skills will not get an understanding of the words produced in the transfer to others. Therefore, speaking has a very important role that must be possessed by learning English.⁴

Speaking also described in the Holy Qur'an in Q.S Ar- Rahman: 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

The meaning: Created man, (and) taught him eloquence⁵

Based on the Qur'an's verse, Allah SWT created and taught humans with the ability to speak. It means, our speaking skill comes from Allah SWT.

Allah SWT also said in Q.S Al-Mujadila: 9

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَنَجَّيْتُمْ فَلَا تَنَجَّوْا بِالْإِثْمِ وَالْعُدْوَنِ
وَمَعْصِيَةِ الرَّسُولِ وَتَنَجَّوْا بِالْبِرِّ وَالنَّقْوَىٰ وَأَتَّقُوا اللَّهَ الَّذِي إِلَيْهِ
تُحْشَرُونَ

⁴ Maryam Bahadorfar and Reza Omidvar, "Technology in Teaching Speaking Skill", Acme International Journal of Multidisciplinary Research, Vol. 2 No. 4, 2014, p. 9

⁵ Qur'an KEMENAG, <https://quran.kemenag.go.id/index.php/sura/55> Access on 06 April, 2020

The meaning: O you who believe, when speaking in private, don't speak of sin and aggression and disobedience to the Messenger but speak of truth and piety. And fear of Allah SWT, to whom you will be gathered.⁶

Rasulullah shallallahu 'alaihi wa sallam (SAW) said:

مَنْ كَانَ يُؤْمِنُ بِاللَّهِ وَالْيَوْمِ الْآخِرِ فَلْيَقُلْ خَيْرًا أَوْ لِيَصْمُتْ

"Whoever has faith in Allah and the Last Day, let him say good or be quiet." (Al-Bukhari and Muslim). Al-Bukhari narrated a hadith in his Sahih book no. 6477 and Muslim in Sahihnya book no. 2988 [3] from Abu Hurairah that the Messenger of Allah said.

إِنَّ الْعَبْدَ لَيَتَكَلَّمُ بِالْكَلِمَةِ مَا يَنْبَغُ مَا فِيهَا يَهْوِي بِهَا فِي النَّارِ أَبْعَدَ مَا بَيْنَ الْمَسْرُقِ وَالْمَغْرِبِ

"Surely a servant who utters a word that does not think about the consequences will make him fall into a deep hell which is farther from the east to the west"

Hussain said that Listening and speaking are 2 basic skills which are called the foundation that must be strong so that they can hold the building above them. As a child, the first child is taught to listen and talk about their surroundings, through mother, father, and the environment around the place of residence. Thereafter, after feeling that the age of the child is sufficient, then put into the school environment where there are taught about other skills, i.e. reading and writing. Therefore, the

⁶ Ibid

listening and speaking basic ability must be built high strongly in order to develop another skills.⁷

Further, it can be deduced that speaking skills are closely related to the delivery of information from the speaker to the listener as the interlocutors. Speaking can also be measured by scores through a number of tests that indicate the ability of the user, and also this skill should be mastered by English learners as a foreign language.

2.1.1 The Purpose of Speaking

According to Torky combining both the transactional and interpersonal speaking purposes into an extensive list of twelve categories as follows:

- Personal - conveying personal opinions, feelings, beliefs, and ideas.
- Descriptive- Reflecting someone or something, real or imaginary.
- Narrative- Narrating and telling stories or sorted chronologically
- Instructive- Offering instructions or providing directions planned to produce an outcome.
- Questioning-inquiry the questions to gain the information.
- Comparative- The comparison between two or more objects, opinions, people and ideas to design the assessment.
- Imaginative- The expression of a person's mental, events, places and objects.

⁷ Shafaat Hussain, “*Teaching Speaking Skills in Communication Classroom*”, International Journal of Media, Journalism and Mass Communications (IJMJMC), Vol 3 No.3, 2017, p. 1

- Predicting- The Prediction of the possibilities existing in the future.
- Interpretative- The activities of exploring the meaning, building hypotheses deduction, and considering existing conclusion.
- Persuasive- Exchange ideas, and influence the others' behavior in certain way.
- Explanatory- Explaining an idea or opinion, support and clarify it.
- Informative- Sharing information with others regarding the topic⁸

2.1.2 The Problem of Speaking

According to Al-Hosni through his research describes some of the difficulties to learn speaking as follows:

- **Linguistic Difficulties**

Ignorance of what will be delivered can be caused by lack of vocabulary, structure of language that will be delivered and many more.

- **Use of Mother Tongue**

That can be in the form of mixing elements of the mother tongue of the speaker with the language to be delivered or studied.

For example: Slang that still comes from the mother tongue and is mixed with the spoken language, and mixes sentences or words with the mother tongue and other languages.

⁸ Shiamaa Abd EL Fattah Torky, 2006, Thesis: "*The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students*" (Egypt: Ain Shams University), p.3

- **Lack of students' participation**

Very low student participation is also an obstacle in learning speaking, one of the factors that causes this is fear of being laughed at by classmates, so they discourage the intention to learn and practice speaking further.⁹

2.1.3 The Elements of Speaking

a. Pronunciation

Rahayu in Seidlhofer argues that pronunciation is the activity of producing as well as perceiving sounds to interpret the context of language use.¹⁰

b. Grammar

Mastering the rules of language starts from inflection and syntax. Grammar is one of the important components in a language, without proper grammar it will be difficult for students to arrange words and sentences correctly and structured, such as the use of modal, tenses, etc.¹¹

c. Vocabulary

⁹ Samira Al-Hosni, “*Speaking Difficulties Met by Young EFL Learners*”, International Journal on Studies in English Language and Literature (IJSELL), Vol 2 No. 6, 2014, p. 25-26

¹⁰ Rahmi Rahayu, Thesis, *The Effectiveness of Using Video-Recorded Speaking Task on Students' Speaking Skill*, (Jakarta: State Islamic University Syarif Hidayatullah), 2016, p. 10

¹¹ Harold S Madsen, Op.Cit., p. 34

One of the important elements in teaching and learning to speak is mastery of vocabulary. It's highly crucial for English learners to determine and use appropriately the vocabulary to be conveyed.¹²

d. Fluency

Fluency is the ability to communicate and speak fluently, precisely, clearly and without pauses or something that disturbs. Fluency is closely related to accuracy in which there are elements of grammar and discourse.

e. Comprehension

Comprehension is the ability to conceive and interpret what is delivered, both general topics, and professional.¹³

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are elements that are interconnected with each other and have an important role to master. Loss or inability to master one of these elements in speaking will make the production of language in imperfect communication.

2.1.4 Characteristic of Speaking

Brown states that there are some basic characteristics of speech in the following taxonomy:

¹² Paul Bogaards, and Batia Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, (Amsterdam: John Benjamins Publishing, 2004), p. 40

¹³ Rahmi Rahayu, *op. cit.*, p.14

- Imitative, is the capability to imitate words or phrases or it could be in the form of a sentence.
- Intensive, demonstrates competence in a narrow band of grammatical, lexical, phrase, or the relationship of phonological.
- Responsive, including the test for understanding and interaction but tends to be very short in conversation.
- Interactive, two forms of transactional language which exchange certain informations.¹⁴
- Extensive (monologue). i.e. broad oral productions such as speeches, presentations, and other oral activities such as storytelling, where the verbal interaction of the listener is highly limited or even carefully ruled out.

2.1.5 Characteristic of Communicative Competence

Communicative competence is only talking about spoken language but also involves writing as well. According to Savignon in Dalimunte, "competence is what one knows, and the performance is what one does". According to Richard, Platt and Weber cited in Nunan in Dalimunte communicative competence consist of :

- a. The grammar and vocabulary language knowledge
- b. The rules of speaking knowledge

¹⁴ H. Douglas Brown, 2004, *Language Assessment: Principles and Classroom Practices*, (San Francisco State University), p. 141

- c. Be familiar how to use and responds two different types of speech act
- d. Conceiving how to use language appropriately

These four communicative competence are related each other and should be mastered for making good speech performance.

Models of Communicative ability

Communicative competence very closely related with the students' achievements in the daily activity specifically in Communication. In line with this Mc Namara said in Dalimunte that the communicative ability is divided into four components, they are:

- a. Grammatical or formal competence, covering of kinds of knowledge (lexis, grammar, etc)
- b. Sociolinguistic competence, such as using in different topics, setting and interlocutors.
- c. Strategic competence, Balancing performance for two linguistic sources in a second language.
- d. Discourse competence, dealing with extended use of the context of language.¹⁵

2.2 Definition of Digital Animation Application

¹⁵ Muhammad Dalimunte. *Op cit.*, 2012, p.24-29

Nowadays, the technology development specifically in the field of learning and teaching increasing extremely rapid, one of which is through the animation application. Educational technology can be utilized for facilitating and improving the performance quality by applying technology that are appropriate on the subject.¹⁶ The use of appropriate technology can support learning and teaching process to become more conducive and creative so as to encourage interest in the subject being taught. In digital animation applications there is an animation in the form of moving images from one motion to another in order to form a storyline. In line with this Vasudeva and Manjunat said that Animation is the process of creating a quick display of a constant sequence of static images that have different image sequences from one another.¹⁷ The use of appropriate technology for learning media can also be felt to increase interest and progress in learning to be achieved by teachers of students in the class who want to be applied through the relevant technology.

In accordance with the importance of using the digital technology in education Semaan and Ismail said that the integration between technology and education is the main point in building the level of progressing achievement, performance in the classroom through the use of digital technology media academically.¹⁸

2.2.1 Definition of Toontastic 3D

¹⁶ Alan Januszewski and Michael Molenda, *Educational Technology: A Definition with Commentary* (New York: Taylor and Francis Group, 2008), p. 1

¹⁷ T. Vasudeva and Manjunath, 2014, *Multimedia and Animation*, (Karnataka State Open University: Department of Studies in Information in Technology), p.225

¹⁸ Charbel Semaan and Nour Ismail, "The effect of using powtoon on learning english as a foreign language", *International Journal of Current Research*, Vol. 10 No. 05, 2008, p.2

Technology in education, especially digital applications based on 3D animation, is much loved by English language learners and for other needs such as Plotagon, Draw Cartoons etc. One of the newest digital animation application media that is almost same as above is Toontastic 3D. Toontastic 3D is a storytelling animation application equipped with 3-dimensional characters, interesting narration, and can make its own voice recording so that it can create imagination and train students or users.

This application can be run or used in any language although the delivery technique in this application is in English. In addition, users can also use this application by adjusting the available characters according to the narration, setting and storyline created, so that it can help students build imagination through the Toontastic 3D application.

2.2.2 The Features of Toontastic 3D

- **Which devices work with Toontastic?**

It works on tablets, phones and certain Chromebooks. This application can be downloaded on the Google Play Store and Apple App Store.

- **Does Toontastic work offline?**

Definitely, only idea lab feature requiring internet.

- **Is Toontastic for a certain age?**

This application is a playful storyteller for all people, but it's perfect for children aged 6-12 years.

- **What can Toontastic be used for?**

This application isn't only for students, but also for educators/teachers, book reports, practical biographies of vocabulary / dialogue, science reports and much more.

- **What's a story arc?**

A Story Arc is a scaffolding tool that helps you map out the plot of the story can be language, science, art and so forth.

- **Short Story (3 parts)**

- Beginning, introduction of your plots and characters.
- Middle, conflict or problem arising.
- End, where your story end

- **Classic Story (5 parts)**

- Setup, introduction to characters and plots
- Conflict, problem arising
- Challenge, the problem becomes even difficult
- Climax, how to solve problems
- Resolution, the problem is resolved.

- **Science Report (5 parts)**

- Questions, start by asking a research question. What do you want to know?

- Hypothesis, state your hypothesis. What will happen?
- Experiment, describe your experiment, data collecting, and controller?
- Results, analyzing, what observation did you make?
- Conclusion, deduce what did you learn.¹⁹

2.2.3 The Advantages of Toontastic 3D

- Operable on phones, tablets and Chromebooks, can download applications on the Google Play Store and Apple App Store.
- Can draw their own characters and settings, adjust existing Toontastic characters, and even add their faces to the characters for themselves in the story.
- Just tap Export and it'll be imported and stored in the photo library, or the Photos application, in the device.
- Toontastic can also be used by educators to make tutorials, explain projects, or even make morning reports.
- Toontastic does not require an account or login.
- No need to send email

¹⁹ Toontastic, Toontastic Who?, What?, Why? (toontastic.withgoogle.com, accessed on 15 January, 2020)

2.2.4 The Disadvantages of Toontastic 3D

- The only feature requiring internet access is the idea lab
- The in-app text is English-only
- Sometimes the results of the video being exported are broken
- Very limited character movement
- The size of the application file is quite large²⁰

2.2.5 Procedure of Toontastic 3D

- **Preparation**
 - The teacher gives instructions for dividing students into 4 groups.
 - Each group leader is required to take what has been randomized to contain the theme to be created in a Toontastic 3D application.
 - Then the teacher gives 30 minutes to students to prepare the story material to be conveyed.
- **How to begin**
 - After 30 minutes, each group displays the results of the discussion and the storyline created in the Toontastic application in front of the class and all group members are required to tell stories according to their role.
 - Each group, records every error from the advancing group such as pronunciation, fluency, and vocabulary.
 - The underdeveloped group writes the conclusion of the story told by the

²⁰ *Ibid*

group that appears, then delivers it in front of the class a maximum of 2 minutes using their own language.

- After the advanced group has finished performing, then it is continued by the next group performance and so forth.

- **Activities Schedule**

Toontastic 3D consists of regular cycles of learning activities, namely:

- Teaching

Expanding the material information, 1-2 class periods are required.

- Team work

Students complete activities in the operation of Toontastic 3D application based on to their team to master the material.

- Team recognition

Team score is calculated based on score from the assessment of fluency, vocabulary, pronunciation and the delivery of conclusion from the presentation of other groups' stories.

- **Giving score**

Check points of score based on fluency, vocabulary, pronunciation and delivery of conclusions from the presentations of other groups' stories.

2.3 Related Study

There are several previous studies related with this research. The first related study is an article of an international journal as follows:

1. “The Use of Plotagon to Enhance the English Writing Skill in Secondary School Students” written by Derly Yuleith Guzmán Gámez and Johana Andrea Moreno Cuellar from Universidad de la Amazonia, Florencia, Colombia. The research in this journal reports a classroom action research study aimed to apply Plotagon to enhance English writing skills. Plotagon itself is a 3D animation application to create stories through interesting scenes and characters. The study involved 18 students from 10th grade public high schools in Colombia. The results proved that the use of Plotagon motivates students to write through interactive and interesting interludes to create digital stories. As a result, students created their own digital stories worked in pairs and produced efficient vocabulary. Then, it also has an impact in improving English writing skills and other language skills. The instruments used were surveys, tests, journals, observations, and dialogues as student productions which proved that Plotagon is a pedagogical tool that can enhance students' English writing skills in a fun and meaningful way.²¹

2. The second related study is entitle “Improving Speaking Skills of The Seventh Grade Students of SMP N 1 Mlati, Sleman, Through The Use of Video Clips In The Academic Year of 2013/2014” The study was classified into action

²¹ Derly Yuleith Guzmán Gámez and Johana Andrea Moreno Cuellar, “*The Use of Plotagon to Enhance the English Writing Skill in Secondary School Students*”, Teachers’ Professional Development, 2018, Vol. 21 No. 1, p. 139

research conducted in two cycles with three meetings in the first cycle and three meetings in the second cycle. The main subjects of this study were 32 students of class VII in SMP N 1 Mlati, Sleman. Research procedures were surveillance, planning, action, and reflection. The data obtained were qualitative and quantitative. Qualitative data obtained from observation and interview with English teachers and students. Then, quantitative data obtained from speaking test conducted before the implementation of actions and at the end of each cycle. The action conducted in this research was to apply the optimal using of projector video clips. The results showed that the application of video clips in the teaching and learning process of English improved students' speaking skills. They could appear bolder, more confident, and reduce doubts during the speaking process. In addition, it also increased subject motivation and enthusiasm. Furthermore, after comparing post-test 1 and post-test 2 scores, there was an increase from 72.03 to 86.87. The research findings are also supported by students' speaking scores which increased from 83.28 in the pre-test to 86.87 in the Cycle 2 test.²²

2.4 Conceptual Framework

Speaking ability is one of the abilities that must be mastered by English learners, because this ability is useful for conveying information to the listener or interlocutor, without the existence of a good ability in this aspect it is difficult to do

²² Danisia Puji Wahyuni, Thesis: " *Improving Speaking Skills Of The Seventh Grade Students Of Smp N 1 Mlati, Sleman, Through The Use Of Video Clips In The Academic Year Of 2013/2014* "(Yogyakarta: Universitas Negeri Yogyakarta, 2014), P. 1.

verbal communication well and qualified. As in the previous chapter, speaking ability is highly necessary to support the continuity of precise and accurate communication fluently, clearly and acceptably delivery by the other person.

However, due to the fact that English isn't as the first language in our country, this also has an impact on the difficulty, ability, and mastery level can be obtained by students of Grade VIII Grade of Mts. Hifzhil Qur'an Medan in academic yeaser 2020/2021, such as: Limited of vocabulary, inadequate media to deliver speaking material, low self-confidence, preparation and fear of mistakes in speaking make this even more complicated.

Therefore, researchers applied a medium used to help students in mastering speaking skills, namely the use of Toontastic 3D. As explained in the previous chapter, Toontastic 3D is a storytelling animation application equipped with 3-dimensional characters, interesting narration, and can make its own voice recording, so that it can create imagination and train students or users. This application can be run or used in any language although the delivery technique in this application is in English.

In addition, the users also able to use this application by adjusting the available characters according to the narration, setting and storyline created, so that it can help students build imagination through the Toontastic 3D application. This media is supposed to motivate students to be able to use and master speaking skills better, because there're animations in which can be operated into the form of stories

so as students can create stories according to their own abilities and mastery levels, and also make students' imagination increasingly honed in composing stories interesting.

2.5 Hypothesis

To answer the research problem about the hypothesis can be put forward as follows: The Effects of Using Toontastic 3D on Students' Speaking Skills at Eighth Grade of Mts. Hifzhil Qur'an Medan in Academic Year 2020/2021.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location of the Research

This study location in Mts. Hifzhil Qur'an Medan in Jl. Selamat Ketaren, Medan Estate, Percut sei Tuan, Deli Serdang. Medan, North Sumatra. The school has 12 classes, The research study was conducted at VIII-6 and VIII-3 grade of Mts. Hifzhil Qur'an Medan.

3.2 Type of the Research

This type of research classified as Experimental Research. by using pre-test and post-test as instruments, and the participants were randomly divided into two classes, the experimental class and the control class. The basic objective of an experimental research design was to examine the impact of a treatment (or intervention) on outcomes.

Experimental experiment is a research by manipulating independent variables to show the cause and effect contained therein.²³ Experimental research attempts to prove that a treatment that is carried out affects the results. The researcher assesses

²³ A Burke Jhonson and Larry Christenses, 2014, *Educational Research, Quantitative, Qualitative and Mixed Approaches*, Fifth Edition, (United Kingdom: SAGE Publications, Inc) p.93

this by providing a specific treatment to one group and holding it from another and then determining how both groups are scored on an outcome.²⁴

Researchers used pretest and posttest for controlled classes and experimental classes. In the experimental class, researchers used Toontastic 3D application as a teaching media in speaking. Meanwhile, in a controlled class, researcher didn't use Toontastic 3D as a speaking teaching media.

3.3 Subject of the Research

The subject of this research were the students of Mts. Hifzhil Qur'an Medan in academic year 2020/2021, precisely at grade eight consisted of two classes. The researcher used purposive population sampling method. Both of these classes used as the samples. VIII- 6 consists of 38 students and VIII-3 consists of 38 students. Thus, there are 43 students as the samples of this research as well as the population.

In this research, both classes divided into experimental class and control class, therefore, VIII-3 as the control class and VIII-6 as the experimental class. The researcher intentionally chosen VIII-2 as the experimental class because as the teacher said that this class was better in studying in group due to Toontastic 3D operated in group.

Meanwhile, VIII-1 class chosen as the control class because this class was quite silent. Thus, it's suitable to use lecture method. The lecture method is the

²⁴ John Creswell, 2014, *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches* (4th Edition), California: SAGE Publications, p. 42.

delivery of learning material orally (Sudjana, 2010: 77). According to Sutikno (2009: 94) the lecture method is a learning method which is carried out through oral delivery of the subject matter presented to students.

Table 3.1

Experimental and Control Class

| Group | Pre-Test | Treatment | Post-Test | Students | | Total Students |
|---------------------------|-----------------------|-----------|-----------------------|----------|--------|-------------------|
| | | | | Male | Female | |
| Experimental class | <i>O</i> ₁ | X | <i>O</i> ₂ | 0 | 38 | 38 |
| Control class | <i>O</i> ₁ | - | <i>O</i> ₂ | 38 | 0 | 38 |
| | | | | | | 76 |

O = Measurement

X = Treatment (Toontastic 3D)

The table 3.1 shown that the research has two variables, independent and dependent variables, Toontastic 3D was the independent variable and dependent variable was students' speaking skill.

Table 3.2**VIII-3 (Control Class)**

| No | Name | Gender |
|-----------|--|---------------|
| 1 | Muhammad Habib Hizbullah | M |
| 2 | Muhammad Habib Wiratama | M |
| 3 | Muhammad Hafizh | M |
| 4 | Muhammad Irsyad Taher Hrp | M |
| 5 | Muhammad Kevin Fadhillah | M |
| 6 | Muhammad Prananda Pratama Putra | M |
| 7 | Muhammad Rafiq Amma | M |
| 8 | Muhammad Rasyah Al- Al-Ayyuby Lubis | M |
| 9 | Mhd Syahrul Khoir | M |
| 10 | Muhammad Zaky | M |
| 11 | Muslich Yusuf Aladhah | M |
| 12 | Mustofa Akhyar Mingka | M |
| 13 | Naufal Ramadhan Purba | M |
| 14 | Naufal Sidqi Ibnu Hardi | M |

| | | |
|----|-------------------------------|---|
| 15 | Rafa Naufal Ahmad | M |
| 16 | Raffa Azardi | M |
| 17 | Rahmad Rifal Harahap | M |
| 18 | Rahman Maulana | M |
| 19 | Raihan Al-Fatha | M |
| 20 | Raihan Ramadhan | M |
| 21 | Raiz Fhuroowi Lubis | M |
| 22 | Rangga Akbar Sembiring | M |
| 23 | Ravi Albani Sofyan | M |
| 24 | Restu Aji Santoso | M |
| 25 | Rayvaldo Hafidz Sarda | M |
| 26 | Reza Faizy | M |
| 27 | Ricky Fauzan Hafiz | M |
| 28 | Rico Farel | M |
| 29 | Rodiho Rizki M.P Hrp | M |
| 30 | Suza Islami Pasha | M |
| 31 | Syahid Fadhillah Reza | M |
| 32 | Tegar Imam Syah | M |
| 33 | Tengku Muhammad Qais Alfarizi | M |

| | | |
|----|----------------------------|---|
| 34 | Teuku Muhammad Safir Basri | M |
| 35 | Wahyu Fadhillah Sibarani | M |
| 36 | Zainal Abidin B. Manalu | M |
| 37 | Zibran Kmal | M |
| 38 | Alwi Shihab Ritonga | M |

Male : 38

Female: -

Table 3.3

VIII-6 (Experimental Class)

| No | Name | Gender |
|----|------------------------------|--------|
| 1 | Nayla Faizul Rahmah | F |
| 2 | Nayla Safira Lubis | F |
| 3 | Nazwa Alisa Khairani Harahap | F |
| 4 | Nur Ilmy | F |
| 5 | Nur Zahra Hrp | F |
| 6 | Nurfadhillah Zuhriah | F |
| 7 | Nurul Azizah Ramadhani | F |

| | | |
|----|-------------------------------------|---|
| 8 | Putri Andini | F |
| 9 | Putri Aulia | F |
| 10 | Putri Hidayah | F |
| 11 | Qeysa Yumna Salsabilah | F |
| 12 | Radina Azira Rinaldi | F |
| 13 | Rashika Zahra | F |
| 14 | Raudha Nazliya Mawaddah | F |
| 15 | Raysa Putri Adilia | F |
| 16 | Rihana Bunga Atiiqah | F |
| 17 | Rosima Panjaitan | F |
| 18 | Safella Sakinah Akhyar Matondang | F |
| 19 | Salma Salsabila | F |
| 20 | Salsha Dwi Irawan | F |
| 21 | Salsabila Balqis | F |
| 22 | Salsyabila Putri | F |
| 23 | Shabrina Aprianti | F |
| 24 | Shakira Nailah Rambe | F |
| 25 | Sintia Pramesuari | F |
| 26 | Siti Kamalia | F |

| | | |
|----|--------------------------------------|---|
| 27 | Siti Kholija Harahap | F |
| 28 | Siti Nasyilia Alfaddyaroka | F |
| 29 | Siti Rara Khumairoh | F |
| 30 | Syakila Anjani | F |
| 31 | Syalsabila Firdausa Hagabea Lubis | F |
| 32 | Syaswita Aulia Rahmi | F |
| 33 | Syasysa Khumaira | F |
| 34 | Syfa Noor Rahmanda | F |
| 35 | Tamimi Azzahra | F |
| 36 | Ummi Khairani Siregar | F |
| 37 | Wati Wulandari | F |
| 38 | Zulaikha Puspita Azti | F |

Male : -

Female: 38

3.5 Instrument of Collecting Data

- Test

The test used as an instrument in this research. The writer provided oral tests in pre-test and post-test. Pre-test given to students for measuring speaking skills

before getting treatment. While, post-tests given to students for measuring their speaking skills after getting treatment. The test which has been provided for students in the experimental and control classes were the same. The pre-test topic was about Make a dialogue with your group using free topic by including subject verb agreement. Then practice it in front of the class, at least 1.5 minutes!, and the post-test topic was about the Make a dialogue with your group members using the topic “The Super Inventor” by including subject verb agreement. Then practice it in front of the class at least 1.5 minutes! .Both pre-test and post-test will be conducted within 1-2 minutes of conversation. During the test, the teacher will immediately give a score on the rubric that he will prepare for each student.

Furthermore, in determining the score, the author used the oral rating scale proposed by P. Harris. The Assessment Rubric examines assessing: pronunciation, grammar, vocabulary, fluency and comprehension.

Table 3.4

Four Components of Grading Speaking Scale

| No. | Aspects | Description of Indicator | Score | |
|------------|----------------------|--|--------------|----------|
| 1. | Pronunciation | - Have few traces of foreign accent. | 5 | (95-100) |
| | | - Always intelligible, though one is conscious of a definite | 4 | (85-94) |

| | | | | |
|----|----------------|--|----------------------------|---|
| | | <p>accent.</p> <ul style="list-style-type: none"> - Pronunciation problems Necessitate concentrated listening and occasionally lead to misunderstanding. - Very hard to understand because of pronunciation problems. Frequently be asked to repeat. - Pronunciation problems to severe as to make speech virtually unintelligible. | <p>3</p> <p>2</p> <p>1</p> | <p>(75-84)</p> <p>(65-74)</p> <p>(below 65)</p> |
| 2. | Grammar | <ul style="list-style-type: none"> - Makes few (if any) noticeable errors of grammar or word order. - Occasionally makes grammatical; and/or word order errors which do | <p>5</p> <p>4</p> <p>3</p> | <p>(95-100)</p> <p>(85-94)</p> <p>(75-84)</p> |

| | | | | |
|-----------|-------------------|---|---|------------|
| | | <p>not,however, obscure meaning.</p> <p>- Makes frequent errors of grammar and word order which occasionally obscure meaning.</p> <p>- Grammar and word order errors make comprehension difficult. Most often rephrase sentences and/or restrict him to basic pattern.</p> <p>- Errors in grammar and word order to severe as to make speech virtually unintelligible</p> | 2 | (65-74) |
| | | | 1 | (below 65) |
| 3. | Vocabulary | <p>- Use vocabulary and idioms is virtually that of a native speaker.</p> | 5 | (95-100) |
| | | | 4 | (85-94) |

| | | | | |
|-----------|----------------|--|---|------------|
| | | <ul style="list-style-type: none"> - Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. | 3 | (75-84) |
| | | <ul style="list-style-type: none"> - Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. | 2 | (65-74) |
| | | <ul style="list-style-type: none"> - Misuse of words and very limited vocabulary make comprehension quite difficult. | 1 | (below 65) |
| | | <ul style="list-style-type: none"> - Vocabulary limitations so extreme as to make conversation virtually impossible. | | |
| 4. | Fluency | <ul style="list-style-type: none"> - Speech as fluent and effortless as that of a native speaker. | 5 | (95-100) |
| | | | 4 | (85-94) |

| | | | | |
|-----------|----------------------|---|---|------------|
| | | <ul style="list-style-type: none"> - Speed of speech seems to be slightly affected by language problems. | 3 | (75-84) |
| | | <ul style="list-style-type: none"> - Speed and fluency are rather than strongly affected by language problems. | 2 | (65-74) |
| | | <ul style="list-style-type: none"> - Usually hesitant; often force into silence by language limitations. | 1 | (below 65) |
| | | <ul style="list-style-type: none"> - Speech is so halting and fragmentary as to make conversation virtually impossible | | |
| 5. | Comprehension | <ul style="list-style-type: none"> - Appears to understand everything without difficulty. | 5 | (95-100) |
| | | | 4 | (85-94) |

| | | | | |
|--|--|--|---|------------|
| | | <ul style="list-style-type: none"> - Understands nearly everything at normal speed, although occasional repetition. | 3 | (75-84) |
| | | <ul style="list-style-type: none"> - Understands most of what is said at slower-than-normal speed with repetitions. | 2 | (65-74) |
| | | <ul style="list-style-type: none"> - Has great difficulty following what is said. | 1 | (below 65) |
| | | <ul style="list-style-type: none"> - Can comprehend only 'social conversation' spoken slowly and with frequent repetitions. | | |
| | | <ul style="list-style-type: none"> - Cannot be said to understand even simple conversational English. | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

25

- Documentation

For collecting all the data, a camera utilized to save/record the students' performance in the teaching and learning process.

3.6 Technique of Collecting Data

The techniques which used by the researcher to collect the data were:

3.6.1 Test

- Pretest, Pre-test was given before the treatment in order to know the homogeny between the experimental class and control class, and it also aimed to know the students' basic speaking skill.
- Treament, The Treatment given to both classes were different, in the experimental class, the students was taught speaking by using Toontastic 3D, while in the control class, the teacher thought speaking by using lecture method.
- Post-test, Post-test given for the two classes, experimental class and control class in the last meeting after the treatment. It's aimed to measure the students' speaking skill after the after the implementation of treatment for students to identify is there any significant effect of using Toontastic 3D in speaking skill or not.

²⁵ David P. Harris, *Testing English as a Second Language*, (New York: Tata McGraw-Hill Publishing Company Ltd, 1969), p. 83

3.7 Technique of Analysis Data

After conducting the pretest and posttest and getting the result, the data were analyzed. Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that is accumulated to increase people understanding of them and to enable people to present what they have discovered to others. The data purpose analysis was to know the differences of student's speaking skill using Toontastic 3D and without using Toontastic 3D and the significance of students' speaking skill. The data obtained through pre-test and post-test.

In providing tests to the students, it's important to know their validity and reliability. Validity is an important quality of any test. It's a condition in which a test can measure what's supposed to be measured. Meanwhile, reliability is the consistency of a series of measurements. To measure validity, the product correlation moment that will be used as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

r_{xy} = correlation coefficient between X and Y

X = total post-test of control class

Y = total post-test of experimental class

N = Total of students

Scoring the Test

The score ranged from 0-100 are use. The rule will count the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

To prove the difference between the average value of both classes, namely the experimental class and the control class, the t-test formula was used. To find out the statistical hypothesis, statistical analysis was used. The formulation of the "t" test is.²⁶

$$\frac{M1 - M2}{\sqrt{\left(\frac{X1 + X2}{N1 + N2 - 2}\right) \left(\frac{N1 + N2}{N1 \cdot N2}\right)}}$$

Where :

$M1$ = the mean of experimental group

²⁶ Anas Sudijono, (2011), *Pengantar Statistic Pendidikan*, Jakarta : Raja Grafindo Persada, p.314

M_2 = the mean of Control Group

X_1 = the standard deviation of experimental group

X_2 = the standard deviation of control group

N_1 = the total number (sample) of experimental

N_2 = the total number (sample) of control group

3.8 Statistical Hypothesis

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

H_0 = Null hypothesis

H_a = Alternative hypothesis

μ_1 = Students' speaking skill taught by using Toontastic 3D

μ_2 = Students' reading comprehension achievement taught without using
Toontastic 3D

CHAPTER IV

RESEARCH FINDING

4.1 Research Finding

The research data obtained from 2 classes, the experimental class (VIII-6) and the control class (VIII-3). The 38 experimental class students used Toontastic 3D when teaching and learning activities took place. While, the 38 students of the control class didn't operate the application but only used the lecture method. The scores for each class were as follows:

1. Control Class

Based on the data presented in the appendix 8, the mean score of pre-test was 52.89 with the highest score was 70 and the lowest score was 40. Then, the mean score of post-test was 69.73 with the highest score was 72 and the lowest score was 70.

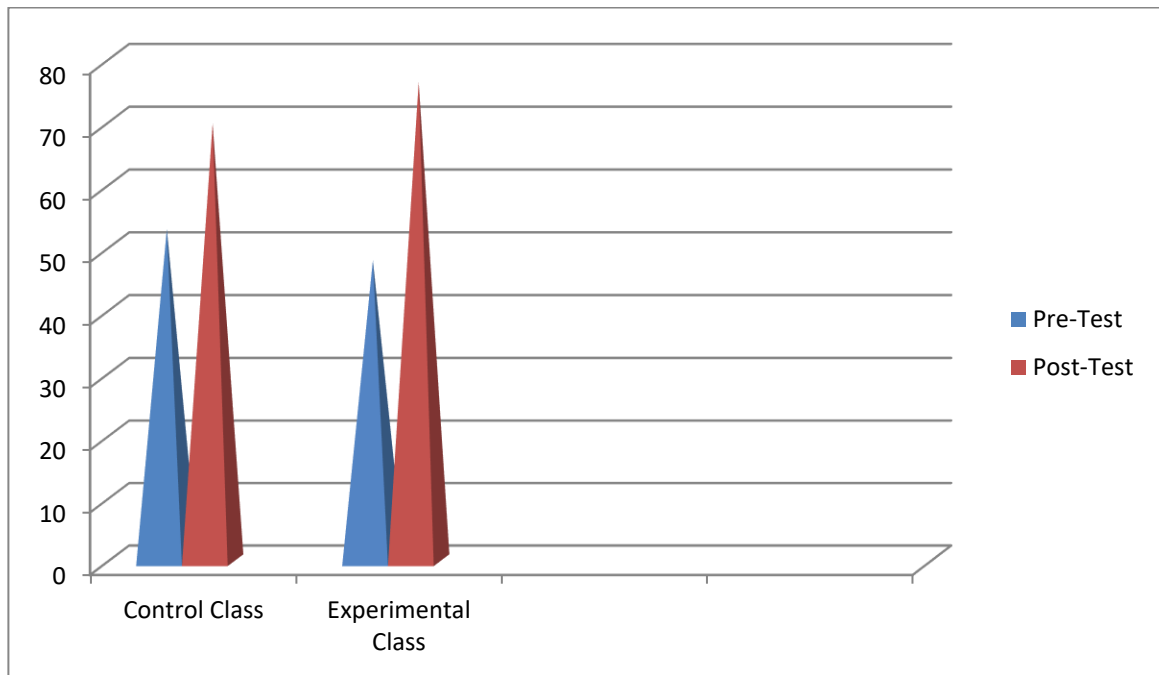
2. Experimental Class

Based on the data presented in the appendix 7, the mean score of pre-test was 47.94 with the highest was 75 and the lowest was 40. Then, the mean score of post-test was 76.31 with the highest score was 94 and the lowest was 70.

The following illustration is a comparison of the average score of the experimental and control class:

Chart 4.1

The Comparison of the Mean Scores of Experimental and Control Class



The illustration described the data which has been obtained by the researcher describes the significant increase occurred in both class, namely in the control class the difference of increasement in the mean scores from pre-test to post-test was $69.73 - 52.89 = 16.84$. Meanwhile, in the experimental class, the difference of increasement in the mean scores from pre-test to post-test was $76.31 - 47.94 = 28.37$. Further, the difference in mean score from the control and experimental classes were 21.53. It prove that using Toontastic 3D in the

experimental class also increased the result of students' English speaking skills higher than the control class which didn't use it at all during the post-test periods.

1. The Validity of The Test

X: The Score of Post Test in Control Class

Y: The Score of Post Test in Experimental Class

Based on the above table, it can be seen that :

$$\Sigma X = 2650 \qquad \Sigma Y = 2900$$

$$\Sigma X^2 = 7022500 \qquad \Sigma Y^2 = 8410000$$

$$\Sigma XY = 7685000$$

To know the correlation between the post test scores of experimental class and control class, the researcher applied the statistical analysis of product moment correlation, as follows:

$$r_{xy} = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{n\Sigma X^2 - (\Sigma X)^2\} \{n\Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r_{xy} = \frac{(76)(7685000) - (2650)(2900)}{\sqrt{\{76 \times 7022500 - (2650)^2\} \{76 \times 8410000 - (2900)^2\}}}$$

$$r_{xy} = \frac{584060000 - 7685000}{\sqrt{\{533710000 - 7022500\} \{630750000 - 8410000\}}}$$

$$r_{xy} = \frac{576375000}{\sqrt{(5266875000)(630750000)}}$$

$$r_{xy} = \frac{576375000}{\sqrt{332208141000}}$$

$$r_{xy} = \frac{576375000}{576375}$$

$$r_{xy} = \mathbf{1.000}$$

Based on the above result, it showed that the coefficient of the test validity was 1. It meant that the validity of the test was very high, as following:

0.800-1.000 : Very High

0.600-0.790 : High

0.400-0.590 : Significant

0.200-0.390 : Low

0.00-0.190.1 : Very Low

2. The Calculation of T-Test

$$M_1 = \frac{\sum X_1}{N} = \frac{630}{38} = 16.57$$

$$X_1 = ((\sum X_1)^2) - \frac{(\sum X_1)^2}{N}$$

$$X_1 = 13304 - \frac{(630)^2}{38}$$

$$X_1 = 13304 - \frac{396900}{38}$$

$$X_1 = 13304 - 10444.73$$

$$\mathbf{X_1 = 2859.27}$$

From the results of the t-test calculation in the control class, it was found that:

$$M_1 = 16.57 \text{ and } X_1 = 2859.27$$

$$M_2 = \frac{\sum X_2}{N} = \frac{1068}{38} = 28.10$$

$$X_2 = ((\sum X_2)^2) - \frac{(\sum X_2)^2}{N}$$

$$X_2 = 31772 - \frac{(1068)^2}{38}$$

$$X_2 = 31772 - \frac{1140624}{38}$$

$$X_2 = 31772 - 30016.42$$

$$\mathbf{X_2 = 1755.58}$$

From the results of the t-test calculation in the experimental class, it was found that:

$$M_2 = 28.10 \text{ and } X_2 = 1755.58$$

After calculating all the data from both classes by using t-test, the results are:

$$M_1 = 16.57 \quad X_1 = 2859.27 \quad N_1 = 38$$

$$M_2 = 28.10 \quad X_2 = 21694.72 \quad N_2 = 38$$

By using the data above, t-observed was calculated with the following formula:

By using the data above, t-observed was calculated with the following formula:

$$t = \frac{M_2 - M_1}{\sqrt{\left(\frac{X_1 + X_2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t = \frac{28.10 - 16.57}{\sqrt{\left(\frac{2859.27 + 21694.72}{38 + 38 - 2}\right)\left(\frac{38 + 38}{38.38}\right)}}$$

$$t = \frac{11.53}{\sqrt{\left(\frac{24553.99}{74}\right)\left(\frac{76}{1444}\right)}}$$

$$t = \frac{11.53}{\sqrt{(331.81)(0.05)}}$$

$$t = \frac{11.53}{\sqrt{16.59}}$$

$$t = \frac{11.53}{4.07}$$

$$\mathbf{t = 2.83}$$

The result of the calculation showed the statistic data of both experimental and control group in pre-test and post-test showed that t-observed was higher than t-table ($2.83 > 1.30$) It meant that the alternative Hypothesis (H_a) was accepted.

4.2 Testing Hypothesis

The data obtained from experimental and control classes were calculated using the t test formula to prove the hypothesis.

The criteria of testing hypothesis in this research were :

1. If $T_{observed} > T_{table}$ in significant degree of 0.05 the hypothesis will be accepted.
2. If $T_{observed} < T_{table}$ in significant degree of 0.05, the hypothesis will be rejected.

From the calculation above, it was known the degree of freedom (df) was 31.

1. Tobserved with degree of freedom 31 which is shown at significant level 10% was 2.83.
2. Ttable with degree of freedom 31 which is shown at significant level 10% was 1.30.

Comparing t-observation (2.83) and t-table (1.30), it was known that t-observation was higher than t-table. The result was $2.83 > 1.30$. Therefore, it could be said that alternative hypothesis (H_a) was accepted.

4.3. Discussion

The data obtained showed that there's significance increase in both the control class and the experimental class. The control class, namely VIII-3 consist of 38 students, taught using lecture method in learning subject verb agreement in speaking skills. There were several stages that have been passed by students of this class to find out their level of speaking skills, namely: the pre-test stage with the mean score was 52.89, then the next meeting was understanding the material and doing post-test again by obtaining the mean score was 69.73 with the increasement of the average score, namely: 16.89.

The experimental class, namely VIII-6 consist of 38 students, has been taught using the Toontastic 3D application in learning subject verb agreement in speaking skills. There were several stages been passed by students of this class to find out their level of speaking skills, namely the pre-test stage with

the mean score was 47.94. then, the next meeting was understanding the material and then doing the post-test and got the mean score was 69.73 with the overall average score, namely: 21.79.

After getting the post-test scores from the both class, the t-test was calculated to see how significant the effect of using the Toontastic 3D application was in learning skills. The result showed $t_{\text{observation}} = 2.83$ while the t_{table} with $df (31)$ and a significance level of 0.05 was 1.30. Then the $t_{\text{observation}}$ was higher than the t_{table} . This meant that there's a significant change in the mean scores of students in the experimental class who were taught with Toontastic 3D compared to students in the control class.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

1. Based on the results of the study, it showed that the average difference between both class, namely the control class and the experimental class, has a significant difference in the result of speaking scores, these are: Control class without using Toontastic 3D application (VIII-3) was 76.10 with the highest score was 90 and the lowest was 70. While the experimental class (VIII-6) using the Toontastic 3D application was 81.57 with the highest was 97 and the lowest was 74. So as the difference in the average score between the control class and experimental class was 5.47.

2. There was a difference in learning enthusiasm between students in the experimental and control class, where in the experimental class the students' enthusiasm to learn was higher than the control class due to the use of Toontastic 3D was only used by the experimental class.

5.2 Suggestion

1. It's hoped that in the future teachers will be more creative and innovative in utilizing ICT or application in the learning process to help

encourage the level of students understanding and activeness in the classroom.

2. In the use of ICT or application in the learning and teaching process, teachers are expected to be patient and know in advance how to operate the device will be used so that teaching and learning activities take place smoothly.

3. Researcher hope that the result of this research can be used and developed more deeply so as it can be used at every level of education, not only at the junior high school (SMP) level.

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APPENDICES

APPENDIX 1

Lesson Plan for Control Class

| | |
|------------------|--|
| Educational Unit | : Mts. Hifzhil Qur'an Medan, Yayasan Islamic Centre |
| | Academic Year 2020/2021 |
| Subjects | : English |
| Class / Semester | : VIII- 3/ 1 |
| Theme | : Oral and written texts to state and inquire about the ability and willingness to take an action |
| Time Allocation | : 2 x 40 minutes |

A. Core Competence

KI.1 Appreciate and live the teaching of the religion they hold.

KI.2 Appreciate and honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in the reach of relationships and their existence

KI.3 Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye.

KI.4 Processes, presents, and makes sense in concrete domains (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with what is learned at school and other similar sources in point of view / theory

B. Basic Competencies and Indicators of Competency Achievement

· What are verbs?

1. Elicit from individual students what a verb is....how would they explain it to another student?

2. Explain that there are two basic types of verbs: action and linking verbs and that we are going to start with action verbs, like run, hit, fall, etc.
3. Elicit what a subject is? Then write some simple nouns on the board, like ball, dog, boy, bird, etc.
4. Explain that there are several types of nouns, but we are only concerned with concrete nouns.
5. Student study guide for subjects and verbs

- **VERBS Study Sheet**

A **verb** is a word that expresses a condition, an action, or a state of being.

There are two main categories of verbs: **action verbs** and **linking verbs**. Other verbs, called auxiliary verbs are sometimes combined with action verbs and linking verbs.

- **ACTION VERBS**

An **action verb** is a verb that tells what action someone or something is performing.

The action may be physical or mental.

| | | |
|-----------------|--|--------|
| Physical Action | We <i>worked</i> hard on the fund drive. | Mental |
|-----------------|--|--------|

| | |
|--------|------------------------------------|
| Action | Everyone <i>hoped</i> for success. |
|--------|------------------------------------|

- **LINKING VERBS**

A **linking verb** does not express action. Instead it links the subject of the sentence to a word in the predicate.

Mr. Husni *is* our teacher. (The linking verb *is* links the subject Mr. Husni to the Noun *teacher*.)

That bird *looks* miserable. (The linking verb *looks* links the subject bird to the Adjective *miserable*.)

Linking verbs may be divided into three groups.

- **TYPES OF LINKING VERBS**

Forms of To Be

Sensory Verbs

Verbs that Express Condition

you *are* happy.

The snake *feels* smooth.

Everyone *looked* hot.

Dad *is* a pharmacist.

This yogurt *tastes* different.

The tomatoes grew tall. Our

shoes *were* wet.

The music *sounds* loud. The salad *stayed* fresh.

My cousins *are* from

The basement *smells* damp.

The audience *became* restless.

Ireland

Sometimes the same verb can be a linking verb or an action verb.

Linking Verb

Action

Verb

The apple *tastes* delicious.

The cook *tastes* the fish.

Everyone *looked* angry.

He *looked* for some herbs.

C. Learning Methods

1. Approach: Scientific
2. Model: Discovery Learning
3. Method: Group Discussion

D. Media, tools and learning resources

1. Media: learning CD
2. Tools / Materials: Computers, laptops, LCD
3. Learning Resources:

- Mandatory Textbooks
- Exemplary speech and actions teachers use every action of interpersonal communication correctly and accurately
- Example of a demonstration in the form of a CD / VCD / DVD / cassette recording
- Examples of written interactions
- Examples of written texts
- Sources from the internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

| Activities | Description of Activities | Time Allocation |
|------------------|---|-----------------|
| Pre stage | 1. Psychological and physical preparation opens the | 15 |

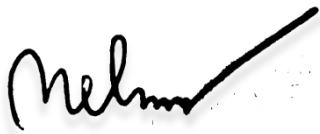
| | | |
|-------------|---|-----------|
| | <p>lesson by greeting and praying together</p> <ol style="list-style-type: none"> 2. Inform the objectives to be achieved during learning 3. Give a brief outline of the material that will be presented during learning 4. Link the current material to the previous material 5. Motivate students to be active in the learning process by singing songs | |
| Core | <p>Observe</p> <ul style="list-style-type: none"> • Students listen / watch interactions state and ask about the ability and willingness to take an action and response. • Students follow the interaction state and ask about the ability and willingness to do an action and response • Students imitate the interaction model states and asks about the ability and willingness to take an action and response • With the guidance and direction of the teacher, students identify the characteristics of expressing expressions and ask about the ability and willingness to take an action (social function, text structure, and language elements) <p>Ask</p> <p>With the guidance and direction of the teacher, students question, among others, the differences between the various expressions expressed and ask about the ability</p> | 45 |

| | | |
|----------------|--|-----------|
| | <p>and willingness to take action in various contexts.</p> <p>Explore</p> <p>Students state and ask about the ability and willingness to take action using English in the context of simulations, role-plays, and other structured activities</p> <p>Negotiation</p> <ul style="list-style-type: none"> • In guided group work students analyze social functions, meanings and expressions of functions expressing and asking about the ability and willingness to do an action, the structure of the text, and linguistic elements, and the format of the writing. • Students ask for feedback from the teacher and friends about everything he says in group work. <p>Communicating</p> <ul style="list-style-type: none"> • Students state and ask about the ability and willingness to take an action, in English, inside and outside the classroom. • Students write journals to express the experiences they gained during learning, things that are difficult and easy to learn and strategies that have been or will be done to overcome them. | |
| Closing | <p>1. Together with students to make a summary / conclusion</p> | 20 |

| | | |
|--|---|--|
| | <p>2. Conducting assessments and / or reflections on activities that have been carried out</p> <p>3. Provide feedback on the process and learning outcomes.</p> <p>4. Written Test on Students</p> <p>5. Give individual assignments as homework.</p> <p>6. Close Prayer.</p> | |
|--|---|--|

Medan, Agustus 31, 2020

English Teacher



MELVA HAIRAN, S.Pd

Researcher



HUSNI RAHMAN YOGA

APPENDIX 2

Lesson Plan for Experimental Class

| | |
|------------------|--|
| Educational Unit | : Mts. Hifzhil Qur'an Medan, Yayasan Islamic Centre Academic Year 2020/2021 |
| Subjects | : English |
| Class / Semester | : VIII – 6 / 1 |
| Theme | : Oral and written texts to state and inquire about the ability and willingness to take an action |
| Time Allocation | : 2 x 40 minutes |

A. Core Competence

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KI.2 Appreciate and honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment in the reach of relationships and their existence

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3. Elicit what a subject is? Then write some simple nouns on the board, like ball, dog, boy, bird, etc.
4. Explain that there are several types of nouns, but we are only concerned with concrete nouns.
5. Student study guide for subjects and verbs

- **VERBS Study Sheet**

A **verb** is a word that expresses a condition, an action, or a state of being.

There are two main categories of verbs: **action verbs** and **linking verbs**. Other verbs, called auxiliary verbs are sometimes combined with action verbs and linking verbs.

- **ACTION VERBS**

An **action verb** is a verb that tells what action someone or something is performing.

The action may be physical or mental.

Physical Action We *worked* hard on the fund drive. Mental Action
Everyone *hoped* for success.

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My cousins *are* from

The basement *smells* damp.

The audience *became* restless.

Ireland

Sometimes the same verb can be a linking verb or an action verb.

Linking Verb

Action Verb

The apple *tastes* delicious.

The cook *tastes* the fish.

Everyone *looked* angry.

He *looked* for some herbs.

C. Learning Methods

1. Approach: Scientific
2. Model: Discovery Learning
3. Method: Group Discussion

D. Media, tools and learning resources

1. Media: Toontastic 3D application
2. Tools / Materials: laptops, LCD
3. Learning Resources:

- Mandatory Textbooks
- Exemplary speech and actions teachers use every action of interpersonal communication correctly and accurately
- Example of a demonstration in the form of a CD / VCD / DVD / cassette recording
- Examples of written interactions
- Examples of written texts
- Sources from the internet:
 - www.dailyenglish.com
 - http://americanenglish.state.gov/files/ae/resource_files
 - <http://learnenglish.britishcouncil.org/en/>

| Activities | Description of Activities | Time Allocation |
|------------------|---|-----------------|
| Pre stage | 6. Psychological and physical preparation opens the lesson by greeting and praying together | 15 |

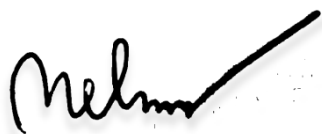
| | | |
|-------------|---|-----------|
| | <p>7. Inform the objectives to be achieved during learning</p> <p>8. Give a brief outline of the material that will be presented during learning</p> <p>9. Link the current material to the previous material</p> <p>10. Motivate students to be active in the learning process by singing songs</p> | |
| Core | <p>Observe</p> <ul style="list-style-type: none"> • Students listen / watch interactions state and ask about the ability and willingness to take an action and response. • Students follow the interaction state and ask about the ability and willingness to do an action and response • Students imitate the interaction model states and asks about the ability and willingness to take an action and response • With the guidance and direction of the teacher, students identify the characteristics of expressing expressions and ask about the ability and willingness to take an action (social function, text structure, and language elements) <p>Ask</p> <p>With the guidance and direction of the teacher, students question, among others, the differences between the various expressions expressed and ask about the ability and willingness to take action in various contexts.</p> | 45 |

| | | |
|----------------|---|-----------|
| | <p>Explore</p> <p>Students state and ask about the ability and willingness to take action using English in the context of simulations, role-plays, and other structured activities</p> <p>Negotiation</p> <ul style="list-style-type: none"> • In guided group work students analyze social functions, meanings and expressions of functions expressing and asking about the ability and willingness to do an action, the structure of the text, and linguistic elements, and the format of the writing. • Students ask for feedback from the teacher and friends about everything he says in group work. <p>Communicating</p> <ul style="list-style-type: none"> • Students state and ask about the ability and willingness to take an action, in English, inside and outside the classroom. • Students write journals to express the experiences they gained during learning, things that are difficult and easy to learn and strategies that have been or will be done to overcome them. | |
| Closing | <ol style="list-style-type: none"> 1. Together with students to make a summary / conclusion 2. Conducting assessments and / or reflections on activities that have been carried out | 20 |

| | | |
|--|--|--|
| | <p>3. Provide feedback on the process and learning outcomes.</p> <p>4. Written Test on Students</p> <p>5. Give individual assignments as homework.</p> <p>6. Close Prayer.</p> | |
|--|--|--|

Medan, Agustus 31, 2020

English Teacher



MELVA HAIRAN, S.Pd

Researcher



HUSNI RAHMAN YOGA

APPENDIX 3

PRE-TEST/POST-TEST

VIII-3 Class (Control
Class)

PRE-TEST



Make a dialog based on the photo above in pair in front of the class by including **subject verb agreement** at least 1 minute!

POST-TEST

Make a dialogue with your group **with the topic is your hobbies by including subject verb agreement**. Then practice it in front of the class, at least 1.5 minutes

VIII-6 Class
(Experimental Class)

PRE-TEST



Make a dialog based on the photo above in pair in front of the class by including **subject verb agreement** at least 1 minute.

POST-TEST



Make a dialogue with your group members by using 3 characters above **with the topic is your hobbies by including subject verb agreement**. If the characters in the role are lacking, then it can be added to other characters without releasing the 3 characters above! please use Toontastic 3D application in front of the class at least 1.5 minutes!

APPENDIX 4**DOCUMENTATION**

Picture 1. Students in experimental class when doing pre-test



Picture 2. Students in experimental class when making animation using Toontastic 3D in post-test 1



Picture 3. Students in experimental class when practicing post-test 1 assignment



**Picture 4. Students in experimental class when making animation using
Tonntastic 3D in post-test 2**



Picture 5. Students in experimental class when practicing post-test 2 assignment



Picture 6. Students in control class when doing pre-test



Picture 7. Students in control class when practicing post-test 1 assignment



Picture 8. Students when practicing post-test 2 assignment



Picture 9. Researcher when teaching subject verb agreement



Picture 10. Researcher when doing teaching subject verb agreement

APPENDIX. 5**THE STUDENTS' ANSWER SHEETS**

Picture 11. Toontastic 3D Animation by Experimental Class Student in Post- Test 1



Picture 12. Toontastic 3D Animation by Experimental Class Student in Post- Test 2

APPENDIX. 6

T-TABLE DISTRIBUSI

| d.f. | TINGKAT SIGNIFIKANSI | | | | | | |
|-----------|----------------------|-------|--------|--------|--------|---------|---------|
| Dua sisi | 20% | 10% | 5% | 2% | 1% | 0,2% | 0,1% |
| Satu sisi | 10% | 5% | 2,5% | 1% | 0,5% | 0,1% | 0,05% |
| 1 | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 | 318,309 | 636,619 |
| 2 | 1,886 | 2,920 | 4,303 | 6,965 | 9,925 | 22,327 | 31,599 |
| 3 | 1,638 | 2,353 | 3,182 | 4,541 | 5,841 | 10,215 | 12,924 |
| 4 | 1,533 | 2,132 | 2,776 | 3,747 | 4,604 | 7,173 | 8,610 |
| 5 | 1,476 | 2,015 | 2,571 | 3,365 | 4,032 | 5,893 | 6,869 |
| 6 | 1,440 | 1,943 | 2,447 | 3,143 | 3,707 | 5,208 | 5,959 |
| 7 | 1,415 | 1,895 | 2,365 | 2,998 | 3,499 | 4,785 | 5,408 |
| 8 | 1,397 | 1,860 | 2,306 | 2,896 | 3,355 | 4,501 | 5,041 |
| 9 | 1,383 | 1,833 | 2,262 | 2,821 | 3,250 | 4,297 | 4,781 |
| 10 | 1,372 | 1,812 | 2,228 | 2,764 | 3,169 | 4,144 | 4,587 |
| 11 | 1,363 | 1,796 | 2,201 | 2,718 | 3,106 | 4,025 | 4,437 |
| 12 | 1,356 | 1,782 | 2,179 | 2,681 | 3,055 | 3,930 | 4,318 |
| 13 | 1,350 | 1,771 | 2,160 | 2,650 | 3,012 | 3,852 | 4,221 |
| 14 | 1,345 | 1,761 | 2,145 | 2,624 | 2,977 | 3,787 | 4,140 |
| 15 | 1,341 | 1,753 | 2,131 | 2,602 | 2,947 | 3,733 | 4,073 |
| 16 | 1,337 | 1,746 | 2,120 | 2,583 | 2,921 | 3,686 | 4,015 |
| 17 | 1,333 | 1,740 | 2,110 | 2,567 | 2,898 | 3,646 | 3,965 |
| 18 | 1,330 | 1,734 | 2,101 | 2,552 | 2,878 | 3,610 | 3,922 |
| 19 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 | 3,579 | 3,883 |
| 20 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 | 3,552 | 3,850 |
| 21 | 1,323 | 1,721 | 2,080 | 2,518 | 2,831 | 3,527 | 3,819 |
| 22 | 1,321 | 1,717 | 2,074 | 2,508 | 2,819 | 3,505 | 3,792 |
| 23 | 1,319 | 1,714 | 2,069 | 2,500 | 2,807 | 3,485 | 3,768 |
| 24 | 1,318 | 1,711 | 2,064 | 2,492 | 2,797 | 3,467 | 3,745 |
| 25 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 | 3,450 | 3,725 |
| 26 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 | 3,435 | 3,707 |
| 27 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 | 3,421 | 3,690 |
| 28 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 | 3,408 | 3,674 |
| 29 | 1,311 | 1,699 | 2,045 | 2,462 | 2,756 | 3,396 | 3,659 |
| 30 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 | 3,385 | 3,646 |
| 31 | 1,309 | 1,696 | 2,040 | 2,453 | 2,744 | 3,375 | 3,633 |
| 32 | 1,309 | 1,694 | 2,037 | 2,449 | 2,738 | 3,365 | 3,622 |
| 33 | 1,308 | 1,692 | 2,035 | 2,445 | 2,733 | 3,356 | 3,611 |
| 34 | 1,307 | 1,691 | 2,032 | 2,441 | 2,728 | 3,348 | 3,601 |
| 35 | 1,306 | 1,690 | 2,030 | 2,438 | 2,724 | 3,340 | 3,591 |
| 36 | 1,306 | 1,688 | 2,028 | 2,434 | 2,719 | 3,333 | 3,582 |
| 37 | 1,305 | 1,687 | 2,026 | 2,431 | 2,715 | 3,326 | 3,574 |
| 38 | 1,304 | 1,686 | 2,024 | 2,429 | 2,712 | 3,319 | 3,566 |
| 39 | 1,304 | 1,685 | 2,023 | 2,426 | 2,708 | 3,313 | 3,558 |

| | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|-------|
| 40 | 1,303 | 1,684 | 2,021 | 2,423 | 2,704 | 3,307 | 3,551 |
| 41 | 1,303 | 1,683 | 2,020 | 2,421 | 2,701 | 3,301 | 3,544 |
| 42 | 1,302 | 1,682 | 2,018 | 2,418 | 2,698 | 3,296 | 3,538 |
| 43 | 1,302 | 1,681 | 2,017 | 2,416 | 2,695 | 3,291 | 3,532 |
| 44 | 1,301 | 1,680 | 2,015 | 2,414 | 2,692 | 3,286 | 3,526 |
| 45 | 1,301 | 1,679 | 2,014 | 2,412 | 2,690 | 3,281 | 3,520 |
| 46 | 1,300 | 1,679 | 2,013 | 2,410 | 2,687 | 3,277 | 3,515 |
| 47 | 1,300 | 1,678 | 2,012 | 2,408 | 2,685 | 3,273 | 3,510 |
| 48 | 1,299 | 1,677 | 2,011 | 2,407 | 2,682 | 3,269 | 3,505 |
| 49 | 1,299 | 1,677 | 2,010 | 2,405 | 2,680 | 3,265 | 3,500 |
| 50 | 1,299 | 1,676 | 2,009 | 2,403 | 2,678 | 3,261 | 3,496 |
| 51 | 1,298 | 1,675 | 2,008 | 2,402 | 2,676 | 3,258 | 3,492 |
| 52 | 1,298 | 1,675 | 2,007 | 2,400 | 2,674 | 3,255 | 3,488 |
| 53 | 1,298 | 1,674 | 2,006 | 2,399 | 2,672 | 3,251 | 3,484 |
| 54 | 1,297 | 1,674 | 2,005 | 2,397 | 2,670 | 3,248 | 3,480 |
| 55 | 1,297 | 1,673 | 2,004 | 2,396 | 2,668 | 3,245 | 3,476 |
| 56 | 1,297 | 1,673 | 2,003 | 2,395 | 2,667 | 3,242 | 3,473 |
| 57 | 1,297 | 1,672 | 2,002 | 2,394 | 2,665 | 3,239 | 3,470 |
| 58 | 1,296 | 1,672 | 2,002 | 2,392 | 2,663 | 3,237 | 3,466 |
| 59 | 1,296 | 1,671 | 2,001 | 2,391 | 2,662 | 3,234 | 3,463 |
| 60 | 1,296 | 1,671 | 2,000 | 2,390 | 2,660 | 3,232 | 3,460 |
| 61 | 1,296 | 1,670 | 2,000 | 2,389 | 2,659 | 3,229 | 3,457 |
| 62 | 1,295 | 1,670 | 1,999 | 2,388 | 2,657 | 3,227 | 3,454 |
| 63 | 1,295 | 1,669 | 1,998 | 2,387 | 2,656 | 3,225 | 3,452 |
| 64 | 1,295 | 1,669 | 1,998 | 2,386 | 2,655 | 3,223 | 3,449 |
| 65 | 1,295 | 1,669 | 1,997 | 2,385 | 2,654 | 3,220 | 3,447 |
| 66 | 1,295 | 1,668 | 1,997 | 2,384 | 2,652 | 3,218 | 3,444 |
| 67 | 1,294 | 1,668 | 1,996 | 2,383 | 2,651 | 3,216 | 3,442 |
| 68 | 1,294 | 1,668 | 1,995 | 2,382 | 2,650 | 3,214 | 3,439 |

APPENDIX 7

The Students' Scores of Pre-Test and Post-Test in Experimental Class

| No | Name | Pre-Test | Post-Test |
|----|---------------------------------|----------|-----------|
| 1 | Nayla Faizul Rahmah | 50 | 75 |
| 2 | Nayla Safira Lubis | 45 | 70 |
| 3 | Nazwa Alisa Khairani Harahap | 43 | 70 |
| 4 | Nur Ilmy | 40 | 75 |
| 5 | Nur Zahra Hrp | 55 | 77 |

| | | | |
|----|--------------------------------------|----|----|
| 6 | Nurfadhillah Zuhriah | 42 | 77 |
| 7 | Nurul Azizah Ramadhani | 40 | 85 |
| 8 | Putri Andini | 40 | 70 |
| 9 | Putri Aulia | 44 | 85 |
| 10 | Putri Hidayah | 41 | 76 |
| 11 | Qeysa Yumna Salsabilah | 65 | 76 |
| 12 | Radina Azira Rinaldi | 45 | 75 |
| 13 | Rashika Zahra | 45 | 70 |
| 14 | Raudha Nazliyah Mawaddah | 45 | 70 |
| 15 | Raysa Putri Adilia | 50 | 74 |
| 16 | Rihana Bunga Atiiqah | 40 | 73 |
| 17 | Rosima Panjaitan | 42 | 70 |
| 18 | Safella Sakinah Akhyar | 70 | 73 |
| 19 | Salma Salsabila | 43 | 74 |
| 20 | Salsha Dwi Irawan | 75 | 94 |
| 21 | Salsabila Balqis | 46 | 90 |
| 22 | Salsyabila Putri | 75 | 92 |
| 23 | Shabrina Aprianti | 45 | 70 |
| 24 | Shakira Nailah Rambe | 42 | 70 |
| 25 | Sintia Pramesuari | 40 | 70 |
| 26 | Siti Kamalia | 46 | 75 |
| 27 | Siti Kholija Harahap | 50 | 77 |
| 28 | Siti Nasyilia Alfaddyaroka | 64 | 76 |
| 29 | Siti Rara Khumairoh | 55 | 75 |
| 30 | Syakila Anjani | 43 | 79 |
| 31 | Syalsabila Firdausa Hagabea Lubis | 42 | 70 |
| 32 | Syaswita Aulia Rahmi | 40 | 80 |
| 33 | Syasysa Khumaira | 41 | 80 |
| 34 | Syfa Noor Rahmanda | 50 | 70 |
| 35 | Tamimi Azzahra | 45 | 80 |

| | | | |
|----|-----------------------|--------------|--------------|
| 36 | Ummi Khairani Siregar | 43 | 80 |
| 37 | Wati Wulandari | 45 | 80 |
| 38 | Zulaikha Puspita Azti | 50 | 77 |
| | Total | 1822 | 2900 |
| | Mean Score | 47.94 | 76.31 |
| | Maximum Score | 75 | 94 |
| | Minimum Score | 40 | 70 |

APPENDIX 8

The Students' Score of Pre and Post Test in Controlled Class

| No | Name | Pre-Test | Post-Test |
|----|------------------------------------|----------|-----------|
| 1 | Muhammad Habib Hizbullah | 50 | 71 |
| 2 | Muhammad Habib Wiratama | 43 | 70 |
| 3 | Muhammad Hafizh | 40 | 70 |
| 4 | Muhammad Irsyad Taher Hrp | 50 | 70 |
| 5 | Muhammad Kevin Fadhillah | 45 | 70 |
| 6 | Muhammad Prananda Pratama Putra | 40 | 70 |
| 7 | Muhammad Rafiq Amma | 40 | 70 |
| 8 | Muhammad Rasyah Al-Al-Ayyuby Lubis | 50 | 70 |
| 9 | Mhd Syahrul Khoir | 55 | 65 |
| 10 | Muhammad Zaky | 60 | 70 |
| 11 | Muslich Yusuf Aladhah | 41 | 70 |
| 12 | Mustofa Akhyar Mingka | 43 | 72 |
| 13 | Naufal Ramadhan Purba | 55 | 70 |
| 14 | Naufal Sidqi Ibnu Hardi | 60 | 70 |
| 15 | Rafa Naufal Ahmad | 45 | 71 |
| 16 | Raffa Azardi | 55 | 72 |
| 17 | Rahmad Rifal Harahap | 50 | 70 |

| | | | |
|----|--------------------------|--------------|--------------|
| 18 | Rahman Maulana | 65 | 72 |
| 19 | Raihan Al-Fatha | 55 | 70 |
| 20 | Raihan Ramadhan | 65 | 70 |
| 21 | Raiz Fhuroowi Lubis | 43 | 65 |
| 22 | Rangga Akbar Sembiring | 70 | 70 |
| 23 | Ravi Albani Sofyan | 60 | 71 |
| 24 | Restu Aji Santoso | 50 | 70 |
| 25 | Rayvaldo Hafidz Sarda | 53 | 70 |
| 26 | Reza Faizy | 45 | 69 |
| 27 | Ricky Fauzan Hafiz | 60 | 70 |
| 28 | Rico Farel | 63 | 70 |
| 29 | Rodiho Rizki M.P Hrp | 60 | 70 |
| 30 | Suza Islami Pasha | 46 | 70 |
| 31 | Syahid Fadhillah Reza | 55 | 71 |
| 32 | Tegar Imam Syah | 45 | 68 |
| 33 | Tengku Muhammad Qais | 70 | 70 |
| | Alfarizi | | |
| 34 | Teuku Muhammad Safir | | 70 |
| | Basri | 63 | |
| 35 | Wahyu Fadhillah Sibarani | 45 | 67 |
| 36 | Zainal Abidin B. Manalu | 40 | 64 |
| 37 | Zibran Kmal | 65 | 70 |
| 38 | Alwi Shihab Ritonga | 70 | 72 |
| | Total | 2010 | 2650 |
| | Mean Score | 52.89 | 69.73 |
| | Maximum Score | 70 | 72 |
| | Minimum Score | 40 | 70 |

APPENDIX 9

The Calculation of Validity of the Test

| NO. | X | X ² | Y | Y ² | XY |
|-----|----|----------------|----|----------------|------|
| 1 | 71 | 5041 | 75 | 5625 | 5325 |
| 2 | 70 | 4900 | 70 | 4900 | 4900 |
| 3 | 70 | 4900 | 70 | 4900 | 4900 |

| | | | | | |
|------------|-------------|---------------|-------------|---------------|---------------|
| 4 | 70 | 4900 | 75 | 5625 | 5250 |
| 5 | 70 | 4900 | 77 | 5929 | 5390 |
| 6 | 70 | 4900 | 77 | 5929 | 5390 |
| 7 | 70 | 4900 | 85 | 7225 | 5950 |
| 8 | 70 | 4900 | 70 | 4900 | 4900 |
| 9 | 65 | 4225 | 85 | 7225 | 5525 |
| 10 | 70 | 4900 | 76 | 5776 | 5320 |
| 11 | 70 | 4900 | 76 | 5776 | 5320 |
| 12 | 72 | 5184 | 75 | 5625 | 5400 |
| 13 | 70 | 4900 | 70 | 4900 | 4900 |
| 14 | 70 | 4900 | 70 | 4900 | 4900 |
| 15 | 71 | 5041 | 74 | 5476 | 5254 |
| 16 | 72 | 5184 | 73 | 5329 | 5256 |
| 17 | 70 | 4900 | 70 | 4900 | 4900 |
| 18 | 72 | 5184 | 73 | 5329 | 5256 |
| 19 | 70 | 4900 | 74 | 5476 | 5180 |
| 20 | 70 | 4900 | 94 | 8836 | 6580 |
| 21 | 65 | 4225 | 90 | 8100 | 5850 |
| 22 | 70 | 4900 | 92 | 8280 | 6440 |
| 23 | 71 | 5041 | 70 | 4900 | 4970 |
| 24 | 70 | 4900 | 70 | 4900 | 4900 |
| 25 | 70 | 4900 | 70 | 4900 | 4900 |
| 26 | 69 | 4761 | 75 | 5625 | 5175 |
| 27 | 70 | 4900 | 77 | 5929 | 5390 |
| 28 | 70 | 4900 | 76 | 5776 | 5320 |
| 29 | 70 | 4900 | 75 | 5625 | 5250 |
| 30 | 70 | 4900 | 79 | 6241 | 5530 |
| 31 | 71 | 5041 | 70 | 4900 | 4970 |
| 32 | 68 | 4624 | 80 | 6400 | 5440 |
| 33 | 70 | 4900 | 80 | 6400 | 5600 |
| 34 | 70 | 4900 | 70 | 4900 | 4900 |
| 35 | 67 | 4489 | 80 | 6400 | 5360 |
| 36 | 64 | 4096 | 80 | 6400 | 5120 |
| 37 | 70 | 4900 | 80 | 6400 | 5600 |
| 38 | 72 | 5184 | 77 | 5929 | 5328 |
| SUM | 2650 | 184920 | 2900 | 222586 | 201839 |

APPENDIX 10

The Calculation of T-test in Control Class

| No | Name | Pre-Test | Post-Test | Deviation X1 | Squared Deviation (X1) ² |
|----|------------------------------------|----------|-----------|--------------|-------------------------------------|
| 1 | Muhammad Habib Hizbullah | 50 | 71 | 21 | 441 |
| 2 | Muhammad Habib Wiratama | 43 | 70 | 27 | 729 |
| 3 | Muhammad Hafizh | 40 | 70 | 30 | 900 |
| 4 | Muhammad Irsyad Taher Hrp | 50 | 70 | 20 | 400 |
| 5 | Muhammad Kevin Fadhillah | 45 | 70 | 25 | 625 |
| 6 | Muhammad Prananda Pratama Putra | 40 | 70 | 30 | 900 |
| 7 | Muhammad Rafiq Amma | 40 | 70 | 30 | 900 |
| 8 | Muhammad Rasyah Al-Al-Ayyuby Lubis | 50 | 70 | 20 | 400 |
| 9 | Mhd Syahrul Khoir | 55 | 65 | 10 | 100 |
| 10 | Muhammad Zaky | 60 | 70 | 10 | 100 |
| 11 | Muslich Yusuf Aladhah | 41 | 70 | 19 | 361 |
| 12 | Mustofa Akhyar Mingka | 43 | 72 | 29 | 841 |
| 13 | Naufal Ramadhan Purba | 55 | 70 | 15 | 225 |
| 14 | Naufal Sidqi Ibnu Hardi | 60 | 70 | 10 | 100 |
| 15 | Rafa Naufal Ahmad | 45 | 71 | 26 | 676 |
| 16 | Raffa Azardi | 55 | 72 | 17 | 289 |
| 17 | Rahmad Rifal | 50 | 70 | 20 | 400 |

| | | | | | |
|----|-------------------------------|--------------|--------------|--------------|---------------|
| | Harahap | | | | |
| 18 | Rahman Maulana | 65 | 72 | 7 | 49 |
| 19 | Raihan Al-Fatha | 55 | 70 | 15 | 225 |
| 20 | Raihan Ramadhan | 65 | 70 | 5 | 25 |
| 21 | Raiz Fhuroowi Lubis | 43 | 65 | 22 | 484 |
| 22 | Rangga Akbar Sembiring | 70 | 70 | 0 | 0 |
| 23 | Ravi Albani Sofyan | 60 | 71 | 11 | 121 |
| 24 | Restu Aji Santoso | 50 | 70 | 20 | 400 |
| 25 | Rayvaldo Hafidz Sarda | 53 | 70 | 17 | 289 |
| 26 | Reza Faizy | 45 | 69 | 24 | 576 |
| 27 | Ricky Fauzan Hafiz | 60 | 70 | 10 | 100 |
| 28 | Rico Farel | 63 | 70 | 7 | 49 |
| 29 | Rodiho Rizki M.P Hrp | 60 | 70 | 10 | 100 |
| 30 | Suza Islami Pasha | 46 | 70 | 24 | 576 |
| 31 | Syahid Fadhillah Reza | 55 | 71 | 16 | 256 |
| 32 | Tegar Imam Syah | 45 | 68 | 23 | 529 |
| 33 | Tengku Muhammad Qais Alfarizi | 70 | 70 | 0 | 0 |
| 34 | Teuku Muhammad Safir Basri | 63 | 70 | 7 | 49 |
| 35 | Wahyu Fadhillah Sibarani | 45 | 67 | 22 | 484 |
| 36 | Zainal Abidin B. Manalu | 40 | 64 | 24 | 576 |
| 37 | Zibran Kmal | 65 | 70 | 5 | 25 |
| 38 | Alwi Shihab Ritonga | 70 | 72 | 2 | 4 |
| | Total | 2010 | 2650 | 630 | 13304 |
| | Mean Score | 52.89 | 69.73 | 16.57 | 350.10 |

APPENDIX 11

The Calculation of T-test in Experimental Class

| No | Name | Pre-Test | Post-Test | Deviation X2 | Squared Deviation (X2) ² |
|----|----------------------------------|----------|-----------|--------------|-------------------------------------|
| 1 | Nayla Faizul Rahmah | 50 | 75 | 15 | 225 |
| 2 | Nayla Safira Lubis | 45 | 70 | 25 | 625 |
| 3 | Nazwa Alisa Khairani Harahap | 43 | 70 | 27 | 729 |
| 4 | Nur Ilmy | 40 | 75 | 35 | 1125 |
| 5 | Nur Zahra Hrp | 55 | 77 | 22 | 484 |
| 6 | Nurfadhillah Zuhriah | 42 | 77 | 35 | 1225 |
| 7 | Nurul Azizah Ramadhani | 40 | 85 | 45 | 2025 |
| 8 | Putri Andini | 40 | 70 | 30 | 900 |
| 9 | Putri Aulia | 44 | 85 | 41 | 1681 |
| 10 | Putri Hidayah | 41 | 76 | 35 | 1225 |
| 11 | Qeysa Yumna Salsabilah | 65 | 76 | 11 | 121 |
| 12 | Radina Azira Rinaldi | 45 | 75 | 30 | 900 |
| 13 | Rashika Zahra | 45 | 70 | 25 | 625 |
| 14 | Raudha Nazliya Mawaddah | 45 | 70 | 25 | 625 |
| 15 | Raysa Putri Adilia | 50 | 74 | 24 | 576 |
| 16 | Rihana Bunga Atiiqah | 40 | 73 | 33 | 1089 |
| 17 | Rosima Panjaitan | 42 | 70 | 28 | 784 |
| 18 | Safella Sakinah Akhyar Matondang | 70 | 73 | 3 | 9 |
| 19 | Salma Salsabila | 43 | 74 | 31 | 961 |
| 20 | Salsha Dwi Irawan | 75 | 94 | 19 | 361 |
| 21 | Salsabila Balqis | 46 | 90 | 44 | 616 |
| 22 | Salsyabila Putri | 75 | 92 | 17 | 289 |
| 23 | Shabrina Aprianti | 45 | 70 | 25 | 625 |
| 24 | Shakira Nailah Rambe | 42 | 70 | 28 | 784 |
| 25 | Sintia Pramesuari | 40 | 70 | 30 | 900 |
| 26 | Siti Kamalia | 46 | 75 | 29 | 841 |

APPENDIX 13



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-10259/ITK/ITK.V.3/PP.00.9/08/2020

31 Agustus, 2020

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Hifzhil Qur'an Medan

Assalamualaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

| | |
|-----------------------------|--|
| Nama | : Husni Rahman Yoga |
| NIM | : 0304163213 |
| Tempat/Tanggal Lahir | : Medan, 01 Juni 1996 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Semester | : IX (Sembilan) |
| Alamat | : KAB.BENER MERIAH,KEC.BUKIT,KP.SP.TIGA REDELONG,NAD Kelurahan BENER MERIAH Kecamatan BUKIT |

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Mts. Hifzhil Qur'an Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Using Toontastic 3D on Students' Speaking Skills at Eight Grade of Mts. Hifzhil Qur'an Medan in 2020/2021 Academic Year.

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 31 Agustus , 2020

a.n. DEKAN

Ketua Program Studi Pendidikan
Bahasa Inggris



Digitally Signed

Dr. Sholihatul Hamidah Daulay, S.Ag.

M.Hum

NIP. 197506222003122002

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat



مدرسة الثانوية حفظ القرآن
YAYASAN ISLAMIC CENTRE SUMATERA UTARA
MACRASAH TSANAWIYAH HIFZIL QUR'AN MEDAN

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Jl. Willem Iskandar / Selamat Ketaren Medan 20222 Telp. 061 - 6627322 - 6627332

SURAT KETERANGAN

Nomor : 144/ MTs/YIC-SU/IX/2020


Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara, dengan ini menerangkan bahwa :

Nama : HUSNI RAHMAN YOGA
 T.T./Lahir : Medan, 01Juni 1996
 NIM : 0304163213
 Sem/Jurusan : IX (Sembilan) / Pendidikan Bahasa Inggris
 Alamat : Kab. Bener Meriah, Kec. Bukit Kp.SP. Tiga Redelong

Benar nama tersebut di atas telah melaksanakan *Riset* mulai dari tanggal 31 Agustus s/d 18 September 2020 pada Madrasah Tsanawiyah Hifzhil Qur'an Yayasan Islamic Centre Sumatera Utara untuk keperluan penyusunan Skripsi S1 yang bersangkutan dengan judul :

"THE EFFECT OF USING TOONTASTIC 3D ON STUDENTS' SPEAKING SKILLS AT EIGHT AT EIGHT GRADE OF MTs. HIFZIL QURAN MEDAN IN 2020/2021 ACADEMIC YEAR".

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya.

Medan, 22 September 2020
 Kepala Madrasah,

DAHRIH HARAHAHAP, S. Pd I. M.Si



CURRICULUM VITAE



Biografi

Nama Lengkap : Husni Rahman Yoga
 Nama Panggilan : Husni/yoga
 Jenis Kelamin : Laki-Laki
 Tempat, Tanggal Lahir : Medan, 1 Juni 1996
 Anak Ke : 3 dari 3 bersaudara
 Agama : Islam
 Alamat Rumah : Babussalam, Kec. Bukit, Kab. Bener Meriah, Aceh
 Kode Pos : 24581
 Alamat Tempat Tinggal : Jl. Tegal Sari, No. 090, Kelurahan. Percut Sei Tuan, Laut
 Dendang, Medan
 Kode Pos : 20371
 No. Hp : +6282275690131
 Alamat Email : husni.rahman@uinsu.ac.id
 Hobi : Membaca Manga, Menulis, dan Travelling
 Cita-Cita : Pengusaha Distributor, Linguistics Researcher and English
 Lecturer
 Motto : “selalu ingat ibu dan ayah”

Pendidikan

SD : SDN.1 JANARATA, BENER MERIAH, ACEH

SMP/MTS : BOARDING SCHOOL OF SEMAYOEN
NUSANTARA,BENER MERIAH,ACEH

SMA/MA/SMK : SMAN. 1 BUKIT,BENER
MERIAH,ACEH

Bidang Keahlian

- Ahli dalam memperkenalkan suatu produk
- Ahli dalam berbicara dan menulis dalam bahasa Inggris
- Ahli dalam kepemimpinan berorganisasi

Prestasi Yang Pernah Diraih

- Keynote Speaker (Pembicara Kunci) di ICTEL (International Conference on Teaching, Education & Learning), London, 07-08 Desember 2020
- Global Ambassador Perusahaan Penerbit Internasional Black Aviat Publishing House, India 2020
- Penulis Pertama Publikasi Jurnal Internasional Bereputasi di Konferensi Internasional ICSSH-V, NUSS, Singapore
- Reviewer Jurnal Internasional PEOPLE: International Journal of Social Sciences, 2020
- Official Campus Ambassador at International Model United Nation 2020
- Presenter Bidang Linguistics di BILTEK-III Current Studies on Science, Technology & Social Sciences, Hotel Adana, Turkey 2020
- Presenter Bidang Linguistics di 5th International Conference on Social Sciences and Humanities (ICSSH), NUSS, Singapore 2020
- Presenter Bidang Linguistics di International Asian Congress on Contemporary Sciences-IV, Khazar University, Azerbaijan 2020
- Presenter Bidang TESOL di 2nd International Conference on Innovative Studies of Contemporary Sciences, Tokyo, Japan 2020
- Young Researcher Scholarship Award dari SSHRA, Singapore 2020
- Global Peace Ambassador untuk Indonesia di Global Peace Chain 2020
- Penghargaan dari Hamada Foundation Medan 2019
- Juara 3 Pbi EXPO 2016, English Debated

- Penghargaan dan penerima beasiswa English Access Microscholarship Program 2016

Pengalaman Organisasi

- Vice-President of LTech (Language and Technology), 2020-Sekarang
- Founder of Mercy Youth Forum 2019-Sekarang
- Kepala Divisi Pendidikan Hamada Foundation Medan 2017-2019

Pengalaman Berkerja

- English Tutor at Hamada English Course 2018-2019
- English Tutor at DEAR Course 2019
- English Tutor at Adzkia Medan 2020
- English Tutor at Simple to be Smart (S2) 2020

